

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Compare-Contrast Essay Assignment

You are asked to write a compare-contrast essay on **two** short stories from the list below. A comprehensive analysis is required. There are two options from which to choose: review them both carefully before deciding upon which one you will undertake.

The stories are:

"Heartache" by Anton Chekhov

"The Black Dog" by J. Bernlef

"All is Calm" by Ann Walsh

"The Tangerines" by Ryunosuke Akutagawa

"Winter Oak" by Yuri Nagibin

"The Sniper" by Liam O'Flaherty

You are expected to complete an essay outline, as well as a peer edit, for this assignment, and to adhere to the following deadlines:

Essay Outline – due \_\_\_\_\_

Rough Copy (for Peer Edit) – due \_\_\_\_\_

Good Copy (with Outline, Peer Edit Checklist, Rubric) – due \_\_\_\_\_

Your good copy must be 4-5 pages in length, and follow proper MLA guides for page setup, citations (in-text and Works Cited List), and be free of spelling and grammar errors. Refer to your blue "Essay Writing Tips and MLA Citations Guidelines" booklet for help with this.

### Option A: Analysis of Story

From the following list, decide upon three areas of comparison (four for Enriched) and write a compare/contrast essay. **NOTE:** You must include similarities and differences.

1. Atmosphere (setting): country or city, and significance?
2. Mood: pleasant or stressful; happy or ominous, and significance?
3. Symbols: objects that have special significance
4. Narrative Voice: first or third? Personal or detached – which is preferable?
5. Theme: messages, lessons learned
6. Tragic Overtones: possible outcomes, serious situations

### Option B: Analysis of Character

Select two protagonists from the stories and write a compare/contrast essay incorporating three of the following areas of comparison (four for Enriched):

1. Personality
2. Level of maturity
3. Familial relationships
4. Choices and decisions
5. Conflict
6. Lessons learned

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The following rubric will be used to evaluate your work:

<b>CRITERIA</b>	<b>LEVEL R (0-4 MARKS)</b>	<b>LEVEL 1 (5 MARKS)</b>	<b>LEVEL 2 (6 MARKS)</b>	<b>LEVEL 3 (7 MARKS)</b>	<b>LEVEL 4 (8-10 MARKS)</b>
<b><u>Outline →</u></b> Generate, gather, and organize ideas and information to write for an intended purpose and audience	Outline is not submitted, is submitted but is partially complete, or does not contain a thesis, points and/or text examples which will not help to support a successful thesis	Outline contains a thesis which does not respond to one of the assigned questions, and points and text examples which will not help to support a successful thesis	Outline contains a thesis which somewhat responds to one of the assigned questions, and points and text examples which may help to support this thesis	Outline contains a thesis which responds to one of the assigned questions, and points and text examples which will help to support this thesis	Outline contains a well-developed thesis which responds to one of the assigned questions thoroughly, and points and text examples which will help to support this thesis
<b><u>Peer Edit →</u></b> Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively	Rough draft is not complete or is partially complete for peer edit, student does not offer feedback for the essay they are reviewing, and/or does not incorporate feedback given into their own essay	Rough draft is complete for peer edit, student offers minimal feedback for the essay they are reviewing, and incorporates a minimal amount of the feedback they are given into their own essay	Rough draft is complete for peer edit, student offers feedback for the essay they are reviewing which is somewhat useful, and incorporates some of the feedback they are given into their own essay	Rough draft is complete for peer edit, student offers useful feedback for the essay they are reviewing, and incorporates some feedback they are given into their own essay	Rough draft is complete for peer edit, student offers thorough and useful feedback for the essay they are reviewing, and incorporates some feedback they are given into their own essay to a high degree
<b><u>Good Copy →</u></b> Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning	Essay is not submitted, is submitted but is partially complete, or is submitted but does not contain a thesis and/or is not supported by points grounded in text examples	Essay contains a weak thesis and is loosely supported by vague points which are rarely grounded in text examples	Essay contains a vague thesis and is supported by some points which are sometimes grounded in text examples	Essay contains a developed thesis and is supported by several points which are grounded in text examples	Essay contains a well-developed thesis and is supported by several points which are well grounded in text examples
<b><u>Good Copy →</u></b> Draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience	Essay is not submitted, is submitted but is partially complete, or is submitted but does not meet any of the requirements in formatting and/or length, and contains several documentation, spelling and/or grammatical errors	Essay is submitted and contains few of the formatting requirements, is not the required length, and/or contains several documentation, spelling and/or grammatical errors	Essay is submitted and contains some of the formatting requirements, is almost the required length, and/or contains several documentation, spelling and/or grammatical errors	Essay is submitted and is in the required format, of the required length, and/or contains few documentation, spelling and grammatical errors	Essay is submitted and is in the required format, of the required length, and is virtually free of documentation, spelling and grammatical errors

**Total: \_\_\_\_\_/40**